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ABSTRACT

Workshops by the Association of American Colleges that provided faculty and administrators the opportunity to discuss racism in the classroom and to become sensitized to problems encountered by black students are described. Seven institutional case studies that describe campus projects are also provided. In addition to promoting discussion of faculty and students' needs and perceptions, the workshops were designed to result in campus projects addressing racism. Both statistical and personal information was provided to the faculty and administrator representatives of 10 campuses. Five general themes brought the campus representatives to the rkshop: using better classroom environments to reduce attrition; developing ways in which to interest white faculty in the subject of racism; developing a support system for black students in which faculty and students could work together; devising less random efforts for addressing racism on campus; and learning how to improve the classroom environment. A followup workshop provided additional support for participants, as well as feedback to the workshop leaders. Appendices include a list of nine recommended reading resources and a list of participants and workshop leaders. (SW)

White Faculty, Black Students: Exploring Assumptions and Practices

A Report of the Workshops

Washington, DC

October 27-29, 1983

and

April 13, 1984

Sponsored by
Association of American Colleges
and
The Fund for the Improvement of Postsecondary Education

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Acknowledgements

The Association of American Colleges' workshops on the effects of racism on classroom learning had its roots in a discussion with John Noonan and Joseph Katz, who had coordinated similar sessions during the past two years. Their efforts grew from their personal interest in learning theory and a dedication to providing a supportive classroom environment for all students. Along with Adelaide Simpson, Denise Janha, and James Cones at Virginia Commonwealth University's Center for Improving Teaching Effectiveness (CITE), Noonan and Katz had worked with white faculty who were exploring their assumptions about black students and classroom teaching and with black students who were exploring feelings about their own classroom experiences.

AAC believed that the opportunity for some of its members to begin exploring these assumptions and practices would be a worthwhile pilot project which could then be shared with other members. Felicia Lynch at the Fund for the Improvement of Postsecondary Education, U.S. Department of Education, which had sponsored the efforts at Virginia Commonwealth University, agreed to cosponsor the workshop. The Association is grateful to FIPSE for its contributions to this project.

The Association would like to thank the leaders of the workshop: John H. Noonan, Joseph Katz, Adelaide Simpson, and James H. Cones, III for their sensitivity in guiding the group's participation; the participants who came and gave of themselves so that all might benefit from their experiences; to Mark H. Curtis and William R. O'Connell, Jr., who agreed that the workshop was valuable to AAC members; and to Jane Spalding and Margaret Boeker who kept track of the details for the workshops.

A particular word of thanks is due Adelaide Simpson for her comments and guidance in writing this report. Her ideas and phrases can be found in the section assessing the attitudes of black students.

The Association presents this report as only one way of approaching the issue of racism in the classroom. Yet, AAC hopes that this report will stimulate others to pursue the issue on their own campuses and perhaps learn from the experiences of the participants as they devised and implemented their campus projects.

Carolyn D. Spatta, Director
Institutional Programs and Grants

Introduction

Most people avoid discussing racism. Its mention creates anxiety. Yet when racism is openly discussed and stereotypes broken down, people develop a colleagueship from their shared feelings and values.

As educators and teachers we are committed to providing our students with an environment that is conducive to good teaching and maximum learning. We, as white faculty, do not know a great deal about our black students' experiences or perceptions. Nor, frequently, do we recognize our own misperceptions of these students and the stereotypes we hold. Exploring assumptions and practices between white faculty and black students is one way of improving a classroom environment for the black students. Experience indicates that improving the learning situation for one student means improving it for others also.

The "White Faculty, Black Students: Exploring Assumptions and Practices" workshops held October 27-29, 1983 and April 13, 1984 were sponsored jointly by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education and the Association of American Colleges. These organizations wanted to offer faculty and administrators an opportunity to discuss racism in the classroom and to become sensitized to some of the problems encountered by black students.

Coordinators recognized that the workshops needed to be small enough for easy discussion and large enough for institutional diversity. Accordingly, two people (one faculty member and one administrator) from each of ten institutions were accepted on a first come, first served basis. The participants represented private liberal arts colleges and universities, church-related colleges and universities, and state colleges and universities in urban and rural settings. Their campuses enrolled from 1,400 to 16,000 students.

The goals of the workshop included development of projects to address racism on the participants' own campuses, as well as exploration and discussion of faculty and students' needs and perceptions. Leaders facilitated these efforts by presenting both statistical and personal information. This was supplemented with a list of suggested readings (see Appendix A).

In April participants met again to discuss the campus activities developed in October. This follow-up workshop was intended to provide additional support for the participants and to give feedback to the workshop leaders. This proved to be the case. Indeed, sharing their experiences gave participants renewed energy to pursue their goals once again. They developed a sense of collegiality strong enough to spark an interest in a 1985 meeting.

I. Preparation for the Campus Projects

October 27-29, 1983

How do you broach the subject of racism in the classroom to a mixed group of faculty and administrators, most of whom do not know each other or the workshop leaders? To stimulate candid discussion, the leaders of the "White Faculty, Black Students: Exploring Assumptions and Practices" workshop used a non-threatening approach. They came to the workshop not as experts and scholars, but as practitioners who had been working in the field for the past several years. Leaders Jack Noonan, Joe Katz, Adelaide Simpson, and James Cones shared their personal experiences in the fields of teaching and learning and psychology and multiracial interrelationships with the AAC/FIPSE workshop.

The workshop leaders set a tone of openness and exploration which allowed participants to examine their own feelings without being self-conscious. The participants felt that this aspect of the workshops, the supportive attitude of one of the leaders, was the strongest point of the workshop which included informational presentations, group discussions, and two-person dialogues.

In discussing why faculty should learn more about black students' attitudes and feelings about their classroom experiences, it was pointed out that one of a teacher's responsibilities is to add to the individual development of each student, and as such, the teacher cannot retreat from getting to know each student and from letting each student know him or her. Intergroup hostility as the subject of a class discussion broadens the group and makes it possible for more people to live and work productively in a multiracial society. Staying within one's own group only makes a person more provincial.

Five general themes brought the campus teams to the workshop: using better classroom environments to reduce attrition; developing ways in which to interest and involve white faculty in the subject of racism; developing a support system for black students in which faculty and students could work together; devising less random efforts for addressing racism on campus; and learning how to improve the classroom environment.

Although the participants came with varied agendas and with a range of familiarity with the topic, the initial workshop did acquaint them with the needs of black students. They explored their own feelings and examined stereotypes concerning blacks, and helped each other identify ways in which campus teams could develop and initiate a small program or activity to address these issues on their own campuses. The

workshop, in effect, approached the larger question of how we can live, and teach our students to live, more effectively and productively in a multiracial society.

Black Student Attitudes about the Classroom

Initial workshop discussion focused on the feelings and attitudes of black students on predominantly white campuses. Adelaide Simpson shared her own feelings as a black student in a white environment and discussed her research with black students. Dr. Simpson identified several areas of frustration for black students.

1. *Feelings of alienation and lack of acceptance.* These feelings can be the result of subtle communications by white faculty and students in and out of the classroom. Such feelings can be caused by perceptions that some black students bring from their own past experiences. In the classroom these feelings can be triggered by behaviors of the teacher or students, such as being ignored, lack of eye contact, continual interruptions of the black student as he or she discusses or responds to a question, not acknowledging statements made by black students while doing so with white students, and verbal comments which attribute a student's knowledge or response to chance rather than competence.
2. *Lack of positive references to blacks or the black culture and their contributions to the discipline.* Such omissions preserve cultural racism and limit the understanding of all students. In addition, this omission can also lead black students to feel more alien to certain disciplines or instructors, particularly if only negative references to blacks or black culture are made.
3. *Lack of black role models in faculty and administrative positions.* The lack of role models can also contribute to a sense of alienation and discomfort for blacks on campus. Role models can influence expectations and the development of a sense of identity.
4. *Subtle as well as overt challenges to the competence of black students and racist assumptions that some white faculty bring to the classroom.* Examples of these challenges are statements such as, "How did you get into grad school?", "Did I give you an A?" or "Where did you get that idea?"
5. *Difficulty in being accepted as an individual by many white students who, like some faculty, bring certain assumptions about blacks.* This could take the form of being excluded from study groups or class discussions or of negative comments by white students.

Coping Mechanisms of Black Students

James Cones reported that black students cope with campus racism in a variety of ways. For example, understanding past experience with racism and developing a realistic self-appraisal prepare black students to handle campus discrimination. The availability of a support group and a background of leadership experience also help black students survive in a predominantly white setting. Additionally, knowing and accepting the fact that the goal of a college graduation is four to five years away enables students to deal with frustrations along the way.

Improving White Faculty, Black Student Interaction

What can white faculty do to help black students learn more in the classroom? One simple way is to call students by their names; this can make the students feel more worthy. When students feel worthwhile, they can let go of some of their history, values, and old perceptions and become involved in the discipline. For the most part, faculty want students to find their particular discipline as exciting as they do. There is ambivalence in many black students about giving up parts of their culture which may appear to the professor as laziness or apathy, but it is only the normal tugging of the student between what he or she wants to learn and what is a part of the black heritage.

Faculty must become more aware of stereotyping. Television sends negative messages with such programs as *The Jeffersons* and *Diff'rent Strokes*. Teachers can counter media stereotyping by talking about "real" people. Another type of negative stereotyping affects teaching by leading faculty to think in terms of quotas, and "token" blacks. One teacher's reaction may be to expect less of black students and therefore ignore them and another may become overly sensitive and try to protect them.

Another approach, perhaps more difficult, is to consider what can be done in the classroom that is just different enough from what is currently being done to elicit better responses from the students. Changing one small element tends to change a great deal more. Professors can examine their physical behavior, course content, and presentations to try and determine what inhibits learning in their classrooms.

Not all of these suggestions are easy, nor should professors expect miracles within themselves or their students. Changing attitudes takes time and motivation. Dr. Cones noted that in the black/white groups in which he had acted as a facilitator, the simple acknowledgement of racism released some of the tension surrounding the issue and made it possible for most of the members to interact more freely with one

another. It is possible for faculty to act as change agents in their classroom by acknowledging and discussing racism as an issue. This need not be a direct, confrontational matter. Faculty can address the topic through additional course material about blacks, their accomplishments, and their role in the content of the subject matter. For instance, what does an economics textbook say about the economic condition of blacks? What are the economic and social costs of black unemployment? What information and experiences can be found outside the textbook to bring to the classroom?

In determining what projects to initiate on their campuses, participants first had to address several concerns. If faculty are to be agents of change they will require considerable support from their colleagues and the administration. If support is required, how do interested campus personnel find it? Can it be found in the administration? Who will volunteer to discuss racism in the classroom? Should interested faculty and administrators begin with those most interested or with those where the problem is of little priority?

As the teams began to think about their own colleges and universities, the question of how to motivate colleagues surfaced. John Noonan observed that when there is no outside reward to actively participate, a person has to have an inner motivation. Inner rewards for such participation might include colleagueship with others that forms stimulating alliances; an opportunity for teachers to be more successful with their students; and new insight into an exciting issue, which makes the participating faculty members more aware of preparing their students for effective living in a multiracial society.

Methods for Approaching the Subject of Racism

The workshop leaders suggested several ways that the participants could approach the subject of racism on their campuses.

1. Interview students in class. Dr. Katz suggested faculty consider questions such as: In what way does this class prepare you to live in a multiracial society? How do you, as a white or black student, view this class? What do you like or dislike about this class? What would you do to make this class more meaningful?
2. Interview faculty about their experiences with racism and blacks.
3. Talk with black students about their campus experiences.
4. Hold discussions with a colleague each week to share information that each has obtained from interviewing three students each week.
5. Ar nge for two professors to visit each other's classrooms to

provide feedback on the reactions of students to the teacher, the teacher to the black and white students, and among the students. The two faculty members should be from different departments.

6. Discuss with students what goes on in the classroom. The discussion could be led by the professor or by another person. Did the class do what the professor wanted it to? Why was a student silent? Include the content of the course being presented, in the questions. The discussion should take place immediately after the class and be done in a manner that does not make the professor feel defensive.
7. Hold curriculum workshops that could focus on 1) separate courses of black history, literature, etc., or 2) efforts to integrate additional material into an existing course.
8. Hold workshops about various aspects of teaching new and revised courses. This could include the possibility of changed classroom dynamics.
9. Develop institutional activities, such as black cultural programs and programs that renew sensitivity to racism in the residence halls.
10. Use an outside consultant or facilitator when it is more comfortable and to help learn about introducing discussions of racism in the classroom.

Participants were encouraged to be specific, to focus on a particular goal or purpose, and to develop manageable projects.

By the end of the October workshop, most of the institutional teams had begun considering some activity that they could initiate on their home campuses that would be compatible with their institutional milieu and with their own personal style. This goal of the workshop was accomplished even though some of the participants from the same colleges and universities had not known each other before coming to the workshop; some institutions had active groups already addressing the issue of racism, and some campuses were just beginning to consider the problems.

II. Campus Case Studies: Sharing Experiences
April 13, 1984

Eleven people representing seven of the ten original colleges and universities met on April 13, 1984 to exchange information about their efforts to raise the consciousness of campus constituencies and to continue their own learning about the effects of racism on student learning in the classroom. Because not much is known about the subject, the participants were pioneers. Working on racism is stressful and this stress needed to be, and was, recognized by each person who attempted to introduce and discuss the topic on campus. Teaching a multiracial class takes more sensitivity and effort on the part of the professor than does teaching students of one race.

While learning about racism and its effects on teaching and learning, professors also learned about themselves, and that:

- Working on racial problems is stressful.
- Taking a manageable piece of the problem is more realistic than attempting a major effort.
- Presenting multiple views of the world in courses, an approach advocated by students, enriches the curriculum.
- Addressing racism in the classroom can be done without being confrontational as long as faculty are sensitive to students and the subject matter.

With these thoughts in mind, representatives of the seven campuses described the activities they had engaged in since the October 1983 meeting. Some of the institutions had already had college-wide activities or organizational structures focusing on racial issues. Others had not initiated any formal activities dealing with racism. In some cases, particularly where there were few minorities enrolled, faculty and staff did not perceive racism as a high priority issue.

The following case studies are examples of modest activities that can be initiated. They illustrate how activities can be designed to reflect the initiator's style and the campus environment.

Institution One

One small state college had formally begun addressing the needs of blacks on campus just before the October workshop. When the team returned to campus they created an all-campus committee to address issues of racism and discrimination. Faculty, students, and administrators

were receptive to such an activity. The president also supported the committee, agreeing to match funds put up by the black student organization.

The committee's strategy was to involve the institution as much as possible and to make an effort to have the conference presentations be an all-campus effort, not just those of a black group. The president assisted by sending a letter to faculty, students, and staff to encourage their participation.

The team leader worked with the committee and the black organization. They conducted a three-day campus conference on "Overcoming Discrimination." Meetings were held from 12:30 to 6:00 p.m. and examined the topics of racism and discrimination on campus, in business, and in the media. Black authorities in each area served as keynote speakers. Presentations were followed by workshops led by other prominent black educators, business representatives, and media specialists. In order to encourage interaction and promote discussions after the workshop activities, the committee offered a wrap-up buffet which included presentations by internationally acclaimed black artists, poets, and musicians. By involving students in recording and videotaping keynote speakers and workshops, the committee helped students feel more involved in the proceedings.

Approximately 200 people attended the first workshop on discrimination on the campus. Fewer attended the workshop on discrimination in business and the media. Primarily white faculty attended the first meeting. The few minority faculty (seven on campus) attended nearly all of the three meetings. The conference leaders felt that the faculty who needed consciousness raising the most were not highly motivated to attend but that faculty already interested in the issue did attend in significant numbers.

Working assumptions:

1. Establish a group to do something specific.
2. Have faculty leaders.
3. Involve as many different campus groups as possible.
4. Involve students as leaders and participants.
5. Work with supporters.
6. Expect that those who hold racism as a low priority issue will require strong motivation to attend.
7. Use established blacks as mentors.
8. Establish workshops as college workshops and not as functions of a special interest group.
9. Know the importance of leadership.

Institution Two

A small liberal arts college had experienced better retention of its black students in the mid-1970s than it was experiencing in the early 1980s. Retention of its black students had become a campus priority. As a result, the college had asked some of its black students to interview other black students about their reasons for leaving the college. The administration learned that black students now enrolled were from different geographical areas and economic backgrounds than those enrolled during the 1970s. The college believed that it should do something to make black students feel more at home and to help them graduate from college.

The team from this liberal arts college spent one month preparing a faculty workshop and consulted with two of the October workshop leaders during this period. The steering committee spent several weeks discussing how the workshop would be structured, which speakers should be invited, whether their own black students should be asked to participate, and other related issues.

The team from the October workshop organized the campus steering committee by inviting people from student services and others who had expressed an interest in the issue. It had seemed to the team that someone from the outside could come in and say things more candidly to the faculty than could someone from the campus who would have to continue working intimately with the faculty. Thus James Cones, one of the October workshop leaders, was invited to be the resource leader for the workshop. He met with the campus minority student adviser, several faculty and staff members, and with black and international students prior to the workshop.

Because a visit by a black activist in the early 1970s had been a confrontational experience, the steering committee believed that a softer, more friendly approach toward the faculty would be more effective. In retrospect this proved true. Approximately forty faculty and administrators attended the afternoon session. The meeting opened with a presentation by Dr. Cones about the predominately white college as viewed from the perspective of the black student. A slide-tape presentation, "The Story of 'O'," about individual differences in people followed. This led to a discussion of the participants' own attitudes and perceptions.

The thirty people who remained for dinner and the evening session met in small groups to explore their own views and experiences in teaching black students. These insights were summarized to the larger group by one member of each small group.

A major outcome of the workshop was the participants' increased

awareness of their own experiences. A second outcome was that a small group of faculty met together for planning future activities. The group proposed showing Michener's film, *The Black Athlete*, in the fall, followed by discussion with some of the athletes at the college. A third outcome was that the student services staff planned a meeting with the black student organization to outline more clearly the support services available to them.

And finally, as an outcome to the two workshops, the college prepared a proposal for AAC's Minority Achievement Program. It asked for support of the efforts of ten to twelve faculty who wish to develop course material that would address the issue of racism within the context of already existing courses.

The team realized after the second AAC/FISPE workshop that it had not addressed the needs of those faculty members who had been concerned with the issues of racism over a long period of time. Whereas the workshops were fine for faculty who wanted to expand their awareness or for whom the issue was a low priority, it did not provide the "how to" for those ready to pursue activities on their own. The team thought that for any future campus workshops, more consideration should be given to meeting the needs of participants who are at various levels of commitment to the issue.

Working Assumptions:

1. Establish a group to do something specific.
2. Work with supporters.
3. Have support from top administration.
4. Consult with black faculty and let them know what you are planning but do not urge them to take a leadership role.
5. Approach the campus in a way that will reach the most people most effectively.
6. Involve faculty and student services in the planning.
7. Plan follow-up activities.

Institution Three

The team at institution three had been thinking and working on the issue of racism for some time. The college has a minority student population of approximately eleven percent, primarily from the inner city but with some from middle class families. The October workshop and the literature distributed at the workshop helped the team focus on the kind of effort that could be carried out on its campus. The workshop also helped the two team members focus on certain assumptions associated with black student learning, such as: the extra energy required for black

students to adjust to the campus environment as first-year college students; the kinds of needs that were not being met for black students; the reasons for intra-group dissension among the black students; and the possible lack of ability and/or willingness on the part of some faculty and administrators to acknowledge that black students do indeed have some specific needs which should be addressed directly.

The team decided that it would work for consciousness-raising on campus by collecting attitudinal data in hour-long interviews with volunteer faculty. The first step in this process was an endorsement from the academic dean. The team publicized their participation in the AAC/FIPSE October workshop along with a synopsis of the activities and impact and asked for faculty volunteers. Interviews were set-up with the seven volunteers from a faculty of seventy.

The volunteers represented a cross-section of the faculty: women/men; black/white; tenured/non-tenured; older/younger. The seven volunteers appeared open to the question of racism and to continued involvement.

The questions asked of the faculty interviewed were:

1. What messages about blacks stand out in this society?
2. How do these messages affect black students?
3. How do these messages affect white students?
4. How do these messages affect you as a faculty member?
5. How does your class enable all students to function in a multiracial society?
6. Do you deal with the black experience in any way in your class?
7. Would you be willing to restructure your class to deal with the black experience?
8. Does the college's mission statement reflect the goal of enabling students to function in a multiracial society?

Responses to the first question indicated that society sees most blacks as coming from the same socio-economic group that lived in high crime areas, from fractured families, and as underachievers. When asked how these views affect black students, they listed several effects: black first- and second-year students were more inhibited in class than whites; lack of black role models affected their academic and social progress; blacks were not always appreciated when they maintained their black heritage; and blacks tended to segregate in class or in the dining room.

Referring to how society's views affect the white students, the responses indicated that society reinforces black stereotypes among white students and that it perceives inequities in finances and academic performance, whether true or not. The interviewees felt that they had been affected by society's perception. Some assumed that black students were

coming from cramped quarters and families of low economic status.

In addition to interviewing faculty, one of the team members addressed a group of faculty at a lunch-time discussion which included racism in the classroom. Since the team has frequent contact with students, it was able to discuss with faculty members some of the black and other minority perceptions that: minorities are not included in classroom discussions; they are asked questions such as "do you understand?" at the conclusion of the lecture; and some faculty members talk from book knowledge about the black experience which is different from that of the students.

The group encouraged the team to conduct a faculty workshop. There is strong support by the president who wants the college to address and meet the needs of its minority students. Consequently, the team will proceed with plans to sponsor a workshop for faculty this next academic year.

There were several areas that the team felt could profitably be expanded, beyond their current efforts of addressing some issues of race; for example, courses on faith in religion and black women's psychology. The college's mission statement also could address race more comprehensively. The term "multicultural" is currently not in the mission statement. The team believes that it would be beneficial to have the faculty consider modifying the mission statement to reflect this.

The team felt that the outcome and sharing of their project with the other participants at the April workshop renewed their dedication to improving race relations, and thereby the learning environment in the classroom.

Working Assumptions:

1. Have support from major administrators, especially academic.
2. Work with supporters.
3. Build on what is already there.
4. Develop good relations with faculty and students.
5. Plan something specific.
6. Take deliberate steps to implement the plan.
7. Begin planning for future activities.

Institution Four

The team from institution four did not know each other before being asked to attend the October workshop. They developed good rapport and were excited by the prospect of doing something on campus where efforts were already being made to improve educational opportunities for minorities. Once back on campus and faced with the prospect of

developing an activity without the energizing environment of the workshop, the team felt somewhat overwhelmed. It was difficult to find time to plan because their work with students and faculty pressed on their time commitments. The team from institution four found itself trying to decide what it could do that was not already being done on campus. The institution already was involved with a curriculum review, a series of retreats held by one of the schools, and a residential task force. The team joined these on-going activities. Also supporting the institution's efforts was the mission statement, which supported activities of a multicultural society.

The team members decided that they would call a meeting of one of the pedagogical units and share with them their experience of the Washington workshop, the ideas that were discussed, and the materials that were distributed. Institution four, like institution two, realized that faculty members were at different stages in their development of awareness of racism on campus and in their classrooms. Trying to develop a plan appropriate for all was difficult. At one point the team found itself justifying the focus on blacks rather than on another group or all minority groups. They did this, in essence, by responding that the groups could only do so much.

The unit discovered that students were not as eager as it had imagined students might be to talk with them about their experiences in the classroom. The students felt that they had done this before and did not want to go over it all again. The group decided it would go out and talk with both black and white students about their experiences, and that students would be encouraged to ask questions of the faculty. As a result, faculty were stunned by the degree of neglect and degradation felt by black students in their classes.

The pedagogical group met four times and at its last meeting, when the workshop team was discouraged and ready to let the whole project drop, the group suggested that it address faculty development and begin with itself. It designed a faculty development project of five stages:

1. Sensitize and train the planning group. Meetings will be held to familiarize the group with data on currently enrolled students, share perceived problems, discuss individual concerns, and to receive training.
2. Hold individual meetings between core group members and black students on campus. At this stage it will try to increase awareness of concerns, and encourage students to assist the group in planning the workshop and developing better communication.
3. Finalize planning of the workshop.
4. Offer the faculty development workshop.

5. Hold individual meetings between core group members and the black students contacted in stage two. The intention here is to share with these students some of the experiences from the workshop and to provide follow-up.

On a campus which already had a certain level of activity regarding racial issues, some faculty members questioned the wisdom of holding the workshop. Others felt that the same people were doing the same things and that being committed to these issues could be a political liability on campus. Others felt that the white faculty should take on the responsibility of learning about the problem themselves. Some recognized that the small group of black faculty may themselves have different points of view and that these should be recognized.

In assessing its progress, the team wondered if it had been a good idea to begin its efforts with a pedagogical unit or whether some other volunteer supportive group might have been sought. On the other hand, the group eventually did come together because its members were concerned about the issue, and a specific activity will result from the team members' initial efforts to share their experience and from their desire to raise the consciousness of some of the faculty at the institution.

Working assumptions:

1. Have campus support.
2. Plan something specific that does not duplicate other activities.
3. Plan with the faculty.
4. Develop good relations with students.
5. Plan follow-up activities.

Institution Five

The team from this institution, like institutions two and six, found some initial reservations from a few black administrators when it began discussing possible activities. The team members talked extensively with the minority staff members because they realized that the staff was concerned about the nature of any projects dealing with racism. The team took the staff reservations seriously.

During the period of time when the team was consulting with the minority staff and other administrators, one of the team members began a discussion group of b' nd white women administrators and faculty. Nine women participate naking the group small enough for easy interaction yet large enough for diversity among the membership. The discussions covered hiring more black faculty, curriculum reform, sensitizing white faculty, and critical questions about racism in the classroom.

The team presented a proposal to the university administration, which

was approved and funded, for a fall retreat to focus on classroom dynamics between white faculty and black students. Faculty and administrators working in the Liberal Studies Program would be invited. Whereas in the past the program had focused only on skill development, it now seemed appropriate to add another component, the psychological and sociological dimensions of black students' experiences in the classroom. The ultimate goal of the program would be to improve the classroom teaching for these and consequently all students.

The proposed retreat will have: discussion on the reading material; a panel discussion of minority students, faculty, and administrators about the minority experience at the university; and small group discussions concerning individual experiences, attitudes, and assumptions about race. Since the conference had not yet been held, no conclusions could be reached about its outcomes.

Working Assumptions:

1. Do something specific.
2. Consult black faculty and administrators.
3. Gain administrative support.
4. Work with supportive individuals and groups where possible.
5. Involve as many constituencies as possible.
6. Move as fast, or as slowly, as the group is comfortable.

Institution Six

This institution, like institution five, is in a setting where it was more difficult to initiate an all-campus project because of its large size. However, under the sponsorship of the dean for undergraduate studies, the team elected to have a two-session workshop for interested faculty to discuss the problems that blacks have on campus and to organize pairs of faculty members to visit each others' classes. The original plans were, as in institution five, questioned by the black minority affairs personnel. The team overcame their objections by securing the willing involvement of the minority affairs staff in the planning and conduct of the workshop.

The workshop drew approximately thirty participants, a third of whom were black faculty and administrators. It was interesting to white members of the group that the black members had varying responses to the discussion. This understanding broke the white members' stereotype that all black persons think alike. The group had read several articles prior to the workshop that had been distributed to participants at the AAC/FISPE October meeting. The leaders felt that this background facilitated the discussion.

Following the discussion, the group organized itself in pairs for visiting each other's classes. Each pair then interviewed the other person about his or her experiences in the classroom and his or her feelings about them. The participants felt that this activity was not as effective as the earlier discussion, largely because the responses appeared superficial. Possible explanations included the racial mixtures of the group, feelings of self-consciousness because of the mixture of blacks and whites, or participants' embarrassment in discussing their own experiences.

Some participants believed the workshop was too general or that there should have been more information from studies about classroom dynamics and more comments from black students at their own institution about their experiences in the classroom.

At the second session (eight weeks later) only six people returned. One of the reasons for the small return rate may have been that the administrators who had participated did not have classes that could be observed. However, for the six that did return the discussion proved profitable. The highlight was a faculty member's report on a discussion in the College of Education with the ten white students and ten black students on the subject of racism. The instructor found the class open and interested in the subject and the students attentive to each other. Most of the other returnees attended "classes with only one or two black students, and we all noticed some explicit signs of isolation."

Aside from a general agreement that it would like to have the teacher of the education class share more of the information that he found most useful in his "Racism in America" class, the return group did not agree on what other steps to take. They considered a newsletter because not enough information is known about black students' experiences in the classroom. The participants wanted a greater sense of how black students and faculty feel.

The leaders of the workshop felt that they had somehow discredited themselves as leaders because they did not know enough about the topic. The April workshop participants disabused them of this idea because no one seems to know very much about the topic. It is a new and developing area of human relations.

Working Assumptions:

1. Have support of top administrators.
2. Work with supportive volunteers.
3. Plan something specific.
4. Consult with and develop good relations with black administrators and faculty.
5. Plan a follow-up session.

Institution Seven

The situation of institution seven is not atypical of many colleges and universities. This institution has virtually no black faculty or administrators and only a handful of full-time black students, two-thirds of whom are scholarship athletes. The institution wishes to have more black students and to draw upon the group of potential students within its community.

A report on minority students was issued in 1983. The team had reviewed the sections dealing with the retention of enrolled black students and found that the report's suggestions were similar to some of those set forth in the readings distributed at the October workshop.

The team shared these readings with interested faculty through reports to an all-university planning group, to a faculty leadership group, and at a round-table discussion sponsored by the faculty.

The team felt that specific activities could not be generated from the faculty at this time because many faculty, although generally favorable to the ideas, do not consider the topic one of high priority. The institution will use its existing mechanisms of faculty development, rather than separate forum activities, to place this important topic on the faculty agenda in the coming months.

Working Assumptions:

1. Use existing organizational structure.
2. Develop interest among faculty by disseminating information.
3. Use existing campus reports and data.
4. Develop specific agenda items.
5. Build plans to coincide with the level of awareness currently existing on campus.

Elements for Successful Projects

After hearing the reports of the seven colleges and universities, the group concluded that a number of factors should be considered prior to developing a project. Not all of the factors are relevant to every campus situation, of course.

These factors are:

1. Determine the purpose of the activity. Focus is essential.
2. Determine for whom the activity is designed.
3. Determine if there is institutional support, both administrative and financial if it is essential.
4. Consult with black faculty and administrators when setting up a group or campus activity.

5. Work with volunteers who have some personal interest, if possible.
6. Suggest that the faculty member examine his or her own experiences and assumptions if she or he intends to be a change agent.
7. Use consultants when appropriate.
8. Develop a project that takes into consideration the racial climate of the campus and develop a project that takes into consideration the degree of awareness of racial issues and of interest in the participants—individuals or groups, department, administrative, etc.
9. Elicit the support of black students, faculty, and administrators.
10. Consider the political or institutional structures already existing on campus and whether or not they should be used in setting up an activity.
11. Be realistic about the size of the program so that it is compatible with one's own demands on time and energy, and personal commitment.
12. Develop a supportive network within and without the institution.

Workshop Evaluations

In discussing and evaluating the AAC/FIPSE workshops, the participants felt that setting an open, non-critical atmosphere was the most crucial factor in developing a successful workshop. Participants needed to feel comfortable in order to exchange feelings of racism, attitudes toward blacks, and awareness of their own stereotyping of blacks. The readings were helpful, but they would have been more helpful if the participants had received them earlier. The small size of the group was beneficial in facilitating interaction, and the diversity among the colleges and universities and among the individuals stimulated the discussions.

A number of participants felt that the October workshop did not last long enough for them to process the material, information, and discussions. They also wanted to have spent more time with the workshop leaders talking about possible campus projects. Others wished that they had known more about the workshop and met their fellow campus representatives prior to arriving in Washington.

At the conclusion of the workshops, most of the participants felt that the sessions had: provided for time and a way to focus on the issue of racism; raised their consciousness; provided pertinent literature; recognized the student learning component as an important element on campus and the importance of listening to one's black students; and given validity to the institutional team to initiate a project because of the sponsorship by AAC/FIPSE.

By having the follow-up session in April, the participants were able to talk with their October colleagues about the ups and downs of their projects and thereby feel a sense of accomplishment, however large or small the efforts had been. The April session also renewed their commitment to tackling the issue of racism in the classroom.

It appears that it is not necessarily the big steps a campus makes to discuss racism or to reduce its impact on students' learning, but the small steps as well that will eventually give all students a fine education and one that will give them a broad base for living in a world of diversity.

Appendix A
Suggested Readings

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Appendix B
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